DOCUMENT RESUME

ED 160 004 HE 010 468

TITLE A Study of Collegiate Off-Campus Centers in Westchester County, 1977-78.
INSTITUTION New York State Education Dept., Albany.
PUB DATE 12 Apr 78
NOTE 67p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Academic Libraries; *Access to Education; Administrative Organization; College Faculty; College Students; Curriculum; *Delivery Systems; Educational Coordination; Educational Resources; Enrollment Rate; *External Degree Programs; *Geographic Location; Higher Education; *Off Campus Facilities; Program Descriptions; State Colleges; State Surveys; Student Characteristics
IDENTIFIERS *New York (Westchester County); *State University of New York

ABSTRACT

Findings of a study of off-campus centers in Westchester County, New York, are reported. Data cover registered programs or course offerings, admission standards, student enrollments and enrollment fluctuations, percent of full-time students, contact hours per class, number of faculty, faculty vitae and teaching assignments, percent of full-time faculty, description of library resources, and catalogues and promotional literature. Eighteen institutions offer off-campus courses for credit to approximately 5,000 students at 44 locations. Off-campus enrollments break down almost equally between graduate and undergraduate students; 13 of the 18 institutions offer graduate off-campus programs. Specific topics which are addressed include: administrative problems, administrative arrangements for off-campus centers, faculty evaluation, staffing at off-campus centers, faculty relationship with main campus, instructional costs, professional and academic experiences of off-campus faculty, academic fields of study, structure of curriculum and methods of instruction, availability of courses, profile of off-campus students, student services at off-campus centers, student activities and governance, physical resources, library resources, cooperative arrangements, and student attitudes and knowledge of libraries. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED160004

HE

A Study of Collegiate Off-Campus Centers In Westchester County

1977–78

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.Y. State Ed Dept

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

HE 010 468

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230

REVISED APRIL 12, 1978

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1981 THEODORE M. BLACK, A.B., Litt.D., LL.D., Pd.D., D.C.L., L.H.D.
Chancellor ---------- Sands Point

1988 WILLARD A. GENRICH, LL.B., L.H.D., LL.D
Vice Chancellor ---------- Buffalo

1986 KENNETH B. CLARK, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc. ---------- Hastings on Hudson

1983 HAROLD E. NEWCOMB, B.A. ---------- Owego

1982 EMLYN I. GRIFFITH, A.B., J.D. ---------- Rome

1983 MARY ALICE KENDALL, B.S. ---------- Irondequoit

1984 JORGE L. BATISTA, B.A., J.D., LL.D. ---------- Bronx

1982 LOUIS E. YAVNER, LL.B. ---------- New York

1979 LAURA B. CHODOS, B.A., M.A. ---------- Clifton Park

1980 MARTIN C. BARELL, B.A., I.A., LL.B. ---------- Kings Point

1981 JOSEPH R. BONGIORNO, B.S., M.D. ---------- Brooklyn

1984 LOUISE P. MATTEONI, B.A., M.A., Ph.D. ---------- Bayside

1981 J. EDWARD MEYER, B.A., LL.B. ---------- Armonk

1985 ARLENE B. REED-DELANEY, B.A., M.D. ---------- Albany

1987 R. CARLOS CARBALLADA, B.S. ---------- Arcade

President of The University and Commissioner of Education
GORDON M. AMBACH

Executive Deputy Commissioner of Education
JOSEPH J. BLANEY

Deputy Commissioner for Higher and Professional Education
HADLEY S. DE PUY

Associate Commissioner for Higher Education
ALVIN P. LIERHEIMER

Coordinator of Academic Programs
DONALD J. NOLAN

Director of Academic Program Review
EDWARD F. CARR

Chief, Bureau of Academic Information and Reports
DANIEL W. SZETELA

CONTENTS

		Page
	Introduction	1
	Overview	4
I.	Administration	17
II.	Faculty	23
III.	Curricula	31
IV.	Students and Student Services	38
V.	Library and Physical Facilities	44

Appendices

A.	Institutions Included in the Study and their Locations	51
B.	Survey of Off-Campus Centers and Programs in Westchester County, Spring or Fall 1977	53
C.	Date Off-Campus Courses/Programs First Offered in Westchester	58

INTRODUCTION

During the past several years, colleges and universities have greatly expanded off-campus operations. It is estimated that as many as 70,000 students took off-campus courses for credit in New York State between July 1, 1976 and May 1, 1977.* These off-campus operations have grown, in part, to meet the demands of adult students and, in part, to enable colleges to maintain enrollments in the face of a declining birthrate. But responding to the demand for convenience of location and seeking new markets is not a phenomenon restricted to higher education. Branch banks and satellite libraries are evidence of other services brought closer to the user.

With the sharp increase of off-campus centers across the State and the immediate prospect that this trend would continue, the State Education Department undertook a study of such activities in Westchester County. Westchester was chosen for several reasons, including high population density, relative affluence, and the presence of a large number of off-campus centers. Jane G. Andrews, formerly with the New England Association of Colleges and Schools, was hired as a consultant to conduct the study.

---

*Estimated on the basis of a survey conducted by the Middle States Association during 1976-77.

Early in 1977 institutions sponsoring off-campus programs in Westchester County were asked to provide a comprehensive description of their offerings. Data requested included, in part:

-- registered programs or courses offered
-- admission standards
-- number of enrolled students
-- recent fluctuation in enrollment
-- percent of students full-time
-- contact hours per class
-- number of faculty
-- faculty vitae and teaching assignments
-- percent of full-time faculty
-- description of library resources
-- catalogues and promotional literature

SED staff, assisted by outside consultants, analyzed this data. The home campuses of 14 of the 18 sponsoring institutions and 20 of 44 off-campus locations were visited. Administration, faculty, and students were interviewed.

Today, 18* institutions are offering off-campus courses for credit to approximately 5000 students in Westchester. These 18 institutions currently sponsor programs serving students at 44 separate locations. Thirty-eight of the locations are relatively small, serving a combined enrollment of 1250 students (for an average of about thirty-three students each). However, one center

---

*In 1972 only three of these institutions sponsored off-campus programs in Westchester.

has an enrollment of over 300 and five other centers serve over 600 students each.

In total, off-campus enrollments in Westchester break down almost equally between graduate and undergraduate students. However, one institution with high off-campus enrollments serves only undergraduates. When this institution is excluded from calculations the break between graduate and undergraduate enrollments changes dramatically to four graduate students for each undergraduate. Statewide, the overall ratio is one graduate for every five undergraduates, on and off-campus. Thirteen of the 18 institutions operating off-campus centers in Westchester County offer graduate programs. Thus, off-campus activities in Westchester County have a strong graduate orientation when compared to college enrollments statewide.

Major findings of the Westchester study are summarized in the "overview" section of the report.* The findings are generalizations drawn from the review. They do not necessarily apply to every institution or center included in the review. The overview is organized by topic, and the findings listed under each topic are detailed in separate chapters later in the report. Each finding in the overview has been coded for easy reference to these later chapters of the report.

---

*These findings apply only to the centers visited unless otherwise noted.

O V E R V I E W

ADMINISTRATION

Finding No.	Finding
A-1	Being isolated from the home campus poses administrative problems for off-campus centers.
A-2	In general, the administrative offices of off-campus centers are understaffed. Examples: . At one center a full degree program with several hundred students is run by a part-time administrator who teaches full-time and administers a research grant. . Another center with hundreds of matriculated students relies on part-time resident administrators who work full-time for another institution. . At a number of centers there are no administrative personnel to insure that classes meet or meet for the required time.
A-3	At half the off-campus centers visited no system for evaluating faculty has been established.
A-4	Data on off-campus operations is fragmentary.

Examples:

. Frequently, institutions did not have readily available the number of students enrolled off-campus or how many courses each student took.

. Several institutions did not know how many students were matriculated.

. Some institutions did not know what percentage of a degree program students took off-campus.

A-5 Undergraduate admissions requirements at off-campus centers may be less demanding than those on the home campus. Graduate admissions standards appear to be the same at both locations.

A-6 Many off-campus centers resemble a branch campus rather than an extension center, although they have not been granted branch status by the Regents. By Regulation, an extension center is "a site other than the principal center of an institution or any of its branch campuses at which individual extension courses are offered on a limited and temporary basis for the convenience of students." (Emphasis added)

Examples:

- Four institutions are offering full degree programs at at least six off-campus locations in the county. None of these locations is a branch authorized by the Regents.
- Three other institutions are offering 50 percent or more of a degree program.
- Eight institutions have been operating centers for four years or longer.

FACULTY

Finding No.	Finding
F-1	Two-thirds of all faculty teaching off-campus in Westchester County are part-time; at some centers nearly all faculty are adjunct.
F-2	Faculty at off-campus centers do not have a close working relationship with the main campus. Their teaching is not closely supervised by academic departments at the main campus. They rarely serve on committees or participate in curriculum development or review.

Examples:

- Many adjunct faculty have rarely been to the home campus; they have rarely, if ever, attended faculty meetings.
- Most institutions do not provide orientation sessions for their off-campus faculty.
- Frequently the academic departments at the main campus do not control the activities of faculty teaching in their discipline off-campus. In such cases responsibility for supervision is delegated to general administrators.

. Visits of administrators to off-campus centers are infrequent. Communication takes place via telephone and mail.

F-3 Adjunct faculty are paid on the less costly part-time basis; they do not enjoy fringe benefits, and they are not eligible for tenure.

F-4 Many off-campus programs are professional or occupational in nature. In such programs the norm is for practicing professionals rather than career teachers to serve as instructors.

F-5 The academic credentials, teaching experience, and research and publications records of adjunct faculty are less impressive than those of faculty serving in the departments of main campuses. Their professional experience, however, is much richer.

F-6 The total workload of off-campus faculty, both full-time and part-time, is generally heavy.

F-7 The traditional role of faculty in fostering the intellectual and personal growth of students through close relationships is, in the main, not carried out at off-campus centers.

Example:

. At most centers faculty offices are not provided. Except for being available

before and after classes, faculty do not keep office hours and are not responsible for academic advising and counselling.

F-8 The faculty who teach in off-campus programs often do not possess the qualifications required by Commissioner's Regulation 52.2(c).

CURRICULA

Finding No.	Finding
C-1	The curricula offered at off-campus centers are mainly professional or vocational. Over 3000 of the 5000 students enrolled off campus in Westchester are in such programs. Examples: . Undergraduate business programs enroll roughly 1,200 students. . MBA programs enroll nearly 700 students. . Graduate education programs enroll about 700 matriculated students. . Social work programs enroll 250 students. . Graduate computer science programs enroll 150 students. . Undergraduate and graduate criminal justice programs enroll almost 175 students.
C-2	The courses and methods of teaching are traditional.
C-3	Course offerings, particularly electives, are fewer in number than for corresponding programs on home campuses.
C-4	Several off-campus centers do not meet standards for class attendance as defined in Commissioner's Regulations (Section 50.1), nor do they appear to require extra independent study to compensate for reduced class time.

Examples:

. Six institutions provide less than 80 percent of required class time without any apparent compensating additional study.

. One institution provided only 40 percent of the required class time with no apparent compensating extra demands.

C-5 Master's degree programs offered on off-campus sites for the most part do not require a comprehensive test, thesis, or special project, as required by Commissioner's Regulations.

C-6 There is some duplication of programs in Westchester County.

Examples:

. Two Westchester institutions offer MBA programs on their main campus and one offers part of an MBA at an off-campus center. Three New York City universities, two of which have branch campuses while the third is seeking to establish a branch campus in Westchester County, recently began offering complete MBA programs at off-campus centers in Westchester. One institution from Long Island also offers the MBA in Westchester.

- One New York City institution offers a master's degree program in reading to fewer than twenty students at its Westchester branch campus, while another metropolitan university offers the program at two off-campus centers to a total of thirty-seven students.
- Two institutions offer a master's program in computer science, one with fewer than a dozen students.

STUDENTS AND STUDENT SERVICES

Finding No.	Finding
S-1	Students are largely adults, living in Westchester County, who hold full-time jobs and have family responsibilities. The students are ambitious and eager for credentials to promote their careers. The relatively small number of students not employed are either housewives returning to school in middle life or recent high school graduates who have not yet found jobs.
S-2	Off-campus students generally attend part-time. Their time for study is limited; they are reluctant to travel any considerable distance to attend class or use library facilities.
S-3	Adequate academic advisement and other counselling services are usually not available to off-campus students.

Examples:

- Many institutions refer off-campus students to their main campuses. Students in off-campus programs, however, rarely visit the campus, where the 9-to-5 schedule often is not geared to their needs.

. Some institutions refer students to the counselling services of another college campus which is closer. Because of different academic missions and curricula, however, this arrangement does not always result in effective services to the student.

. Many institutions contend that off-campus students do not need financial, personal, and vocational counselling and consequently do not provide it.

S-4 Most institutions solicit student opinions. Student evaluation of faculty is common.

LIBRARY AND PHYSICAL FACILITIES

Finding No.	Finding
L-1	Physcial facilities, including classrooms and laboratories, are adequate.
L-2	Library resources available to off-campus students generally appear inadequate to support the programs and courses offered.

Examples:

- A number of institutions pointed out that off-campus students could use the home campus library. However, only five parent campuses can be described as being a convenient distance from their off-campus centers. Students contend that they are too busy to travel to libraries on the main campuses.
- Many institutions cited public libraries as satisfying the needs of their students. However, most public libraries in Westchester are too small to support an academic program.
- Institutions maintain that interlibrary loans are an available reference source for off-campus students. However, students are not made aware of the extensive network of libraries in the State. Also, a considerable

amount of lead time is necessary to use the loans effectively, and the rate of filling loan requests is relatively low. Interlibrary loans are not widely used by off-campus students.

- Some institutions have arrangements for students to use the libraries of other nearby institutions. In many cases the nearest library cannot support the programs of the school the student attends.
- A number of institutions provide small collections of books at the off-campus center. However, these collections are not comprehensive.
- Two graduate institutions and one undergraduate institution that offer degree programs off-campus have purchased no books for, and have provided no library services at, those sites.

L-3 There is virtually no library staff at off-campus centers.

L-4 Only one institution provided library orientation to its off-campus students.

L-5 Students showed little interest in, or knowledge of, using extensive library facilities.

CHAPTER I: ADMINISTRATION

A-1. Administrative Problems

Off-campus programs pose fundamental problems of communication and control for administrators. Administrative tasks that are routine at a main campus become problems at an off-campus center. For example, the tasks of evaluating faculty, involving them in the academic activities of their departments, providing students with library resources, and ensuring that off-campus classes meet for the required time all become much more difficult at off-campus centers than at main campuses.

The isolation of off-campus faculty compounds the administrator's problem of coordinating standards with those of the home campus. This study found some faculty who had never been to their institution's parent campus or met their colleagues. Extension centers were found to lack faculty offices. Faculty were generally not required to have set times for advising students. Quite frequently, no systems for evaluating faculty or advising students had been established. Almost invariably institutions did not meet their obligations to let students know how long their programs would continue to be offered. The study also found that institutions generally failed to collect data about off-campus students and thus left officials to rely on unsupported assumptions about their needs.

A-2. Administrative Arrangements for Off-Campus Centers

Organizational arrangements for managing off-campus centers follow a variety of patterns. Most often the administrator responsibile for the off-campus center is based at the parent campus. Such administrators are frequently department chairmen, or other departmental representatives, who commute from main campus to the extension center to supervise the programs. For two centers that do not enroll many degree students, members of the continuing education staff, based at the main campus, are responsible for operating the extensions.

Less frequently off-campus centers have administrators who are based at the center itself. Two institutions, for example, hire resident administrators to work part-time at their large extension sites. These part-time administrators, however, have primary responsibilities elsewhere, usually to teaching. For four other (larger) centers, the supervisory administrator is a full-time resident director.

Until just recently three branch campuses in the County were staffed by resident administrators working part-time; two still are. In addition, whatever the other organizational arrangements, institutions frequently hire persons to work at large off-campus sites to perform clerical tasks.

Compared to programs offered at the main campus, most of these off-campus programs are understaffed. At one center a full degree program with several hundred students is run by a part-time administrator who also teaches full-time and who administers a research grant. Another center with hundreds of matriculated

students is officially the responsibility of administrators from the parent campus; in fact, the center relies on part-time resident administrators who work full-time for another institution. Most extensions, because they enroll so few students, cannot afford any resident administrators, either full-time or part-time, and must rely on administrators who commute from the parent campus. In the best of circumstances, the main campus may be some distance away, making communication difficult. And in the worst of circumstances, some commuting administrators who are based at parent campuses take little interest in their off-campus programs. Academic departments at at few parent campuses appear to reject responsibility for off-campus courses, and academic supervision falls by default to others. Thus, for numerous reasons, administrative shortcomings plague the operation of many sites.

These administrative failings appear to be symptoms of two underlying problems: (1) the small size of most centers and (2) the limited commitment of institutions to their off-campus centers. For small centers, supplying necessary resources and services becomes economically unfeasible. The lack of a critical mass of students affects the ability of institutions to provide adequate student services, library resources, full-time faculties, and faculty offices. Further, resident administrators and adequate planning time are expensive and hard to justify for small extensions. The limited commitment of institutions to their off-campus centers is suggested by their failure to provide financial support for off-campus centers commensurate with the support they provide for similar programs at their main campuses.

A-3. Evaluation of Faculty

The evaluation of off-campus faculty is usually not of the same quality as the evaluation of faculty teaching on a main campus. Occasionally it is left to continuing education staff whose area of specialization is often not in the field they are evaluating. At least one-half the institutions with off-campus programs in Westchester have not established a system of evaluating off-campus faculty. The others do. Six of them include classroom visits as part of their evaluation.

A-4. Data Collection and Recordkeeping

The institutions reviewed usually had not gathered adequate data about their off-campus students, particularly with respect to the matriculation status of students and the percentage of programs taken by students off-campus. All institutions reported that they keep records for their off-campus students at their main campuses under the direction of their registrars. A few of the larger off-campus centers keep duplicate files at the off-campus sites. When centers are numerous or at a distance from a main campus, when they enroll large numbers of students, or when there is little time between semesters, good recordkeeping becomes difficult. In an effort to deal with these difficulties, some institutions employ part-time registrars for students at off-campus sites.

A-5. Admissions

Admissions requirements reflect the various characteristics of the programs students pursue. Two undergraduate institutions

appear to have lower admissions standards at their off-campus centers than they do at their main campuses. One institution sends to its off-campus centers younger students who do not qualify for admission to its regular programs at its parent campus, thereby creating two standards of admission for the same degree curricula. Another institution admits into the junior year all graduates of a two-year program from another college regardless of the relevancy of prior work to the curriculum. Only one undergraduate institution appears to have demanding admissions standards.

All institutions offering graduate programs to matriculated off-campus students reported that the admissions standards for these off-campus students are identical to those that apply to main-campus students.

A-6. Extension Center Versus Branch Campus

The study found that some institutions are labeling programs as "extension courses" when in fact these curricula exceed the scope of extension courses as defined in Commissioner's Regulations. An extension course, according to Section 50.1 of Regulations, is offered at "a location other than the principal center of the college or university or any of its branch campuses on a limited and temporary basis for the convenience of students."

Four institutions operating in the County have extensions that offer entire degree programs. Two of these institutions have recently applied for branch campus status. In addition to these four institutions, another three offer significant portions of degree programs off-campus. Some institutions appear to be

reluctant to establish branch campuses until they can assess the prospects for long-range enrollments. Since branch-campus status calls for a long-term commitment, these same institutions prefer the impermanency of offering work in extension.

The study also found that the term "temporary" in the definition of an extension center has been disregarded by some institutions. The survey shows that eight institutions have been offering courses in off-campus centers for four years or longer. This time span cannot be considered as temporary.

CHAPTER II: FACULTY

F-1. Staffing at Off-Campus Centers

Part-time faculty dominate off-campus teaching. Seventy-one percent of all faculty teaching off-campus in Westchester County are adjunct; at some off-campus centers nearly all faculty are part-time. Whether employed full-time or part-time by the institutions, instructors teach only one or two courses at the off-campus site. This study has found only one instance in which an institution assigned a faculty member to teach a full course load at an extension center. Most full-time faculty who teach at extension centers do so on an overload basis for extra pay. Many students are completing large portions of their degree programs without ever having been taught by a faculty member assigned full-time to the center.

Some institutions appear to have developed a roster of part-time faculty members they use as "regular" adjuncts, as distinguished from adjuncts who teach only occasionally. Institutions rely on these regular adjuncts to maintain the quality of courses at off-campus sites.

F-2. Faculty Relationship with Main Campus

Adjunct faculty, who constitute the majority of off-campus faculty, do not develop close relationships with the main campus. For example, they never become involved in the traditional processes of curriculum development and review. In this and other respects,

such as committee involvement and library development, they do not contribute to the institution -- or to its students -- to the degree that full-time faculty members normally do.

Further, the coordination and communication between off-campus faculty and parent-campus staff generally appears sporadic and superficial. Heavy reliance is placed on the telephone and the mails. If the main campus is nearby, a department head may expect an adjunct faculty member to drop by occasionally. However, inasmuch as half the institutions operating programs are from outside the County, this method of maintaining contact is not common. In some instances administrators such as department heads or continuing education staff will make visits to the sites (perhaps every two weeks) to help supervise part-time faculty and keep them informed. A few institutions have administrators or clerks at the off-campus sites who can do much to improve communication. Only a few colleges hold periodic meetings to keep adjunct faculty informed or to give them an opportunity to meet one another and the staff of the parent institution.

New faculty, hired to teach off-campus courses, are not given the orientation they need. While such faculty typically work at some distance from a main campus, they nevertheless need to learn about the curricula and policies of their academic departments and institutions. Beyond that, some adjunct faculty require guidance in establishing and keeping close contact with the parent campus. Faculty who themselves spend little time at an off-

campus site often need help in devising ways to meet with students who commute. In Westchester, furthermore, most students at off-campus centers are adults. Some faculty members, full-time as well as part-time, have no experience teaching adults, who may have different needs from younger college students or different academic preparation from traditional students. It may be necessary to orient faculty in teaching and advising these older students.

Regardless of the importance of orient tion, few institutions provide it for their off-campus faculty. Most institutions simply rely on the interview when the new faculty member is hired to cover orientation as well. Administrators talk to the instructor, provide a copy of the curriculum, and thereafter depend on the telephone to convey instructions. Only three of the institutions reviewed give faculty handbooks to adjuncts or hold orientation meetings for them.

Frequently the academic departments on the main campus do not exercise control over adjunct faculty teaching in their discipline off-campus. In general, systematic evaluation of instruction by chairmen of academic departments does not take place. All institutions, however, appear to rely heavily on student evaluation of faculty. About one-third consider student evaluation and nothing else. Many institutions consistently refuse to rehire any adjunct faculty member who receives a poor rating from students. Their reliance on student evaluations of faculty is consistent with the institutions' overall desire to accommodate

student wishes. However, when students are seeking ease and convenience in off-campus programs, heavy reliance on their assessment of faculty may be misplaced.

F-3. Instructional Costs

Institutions seem to have consciously chosen to rely on staffing programs with adjunct faculty and full-time faculty teaching "overloads." Adjunct faculty receive lower salaries and fewer fringe benefits than do regular faculty. They are not tenured. This permits institutions to respond readily to fluctuations in market demand, hiring and dismissing faculty as needed. Institutions can add or drop courses or entire programs quickly, unburdened by a commitment to a largely full-time faculty. By this measure, the institution's commitment to off-campus programs is notably less than to programs at parent campuses.

Few adjunct faculty participate in retirement or health plans. If they do, their benefits are substantially lower than those of full-time faculty members. Full-time faculty members teaching off-campus qualify for benefits only as part of their contracts for teaching on the parent campuses. The institutions' financial commitment to off-campus faculty members consists mainly of paying their salaries.

Adjunct faculty teaching off-campus have no job security; they are hired semester by semester. Faculty members are kept on if students give them a favorable evaluation and enough students sign up for their courses. A few institutions give "promotions"

to adjunct faculty with progression in academic rank. Such promotion is mainly a means of recognizing ability, though a small salary increment may be associated with advancement in rank. Academic rank for adjunct faculty has no real significance. It does not have its customary relation to tenure, for example, for adjunct faculty are ineligible to receive tenure.

Adjunct faculty members do not complain about these conditions of employment. On the contrary, most express satisfaction with their teaching assignments and with the institutions for which they teach. They say they teach because they enjoy it and because it supplements their income.

F-4. Professional Experience of Off-Campus Faculty

At both the graduate and undergraduate levels, the courses and programs offered off-campus are predominantly professional or vocational in character. This career orientation of the programs probably accounts for the practice of hiring practicing professionals rather than career teachers to staff the courses. Inasmuch as there are many unemployed academicians in metropolitan New York, this staffing pattern is apparently a considered choice. Thus adjunct faculty teaching courses in education may be public school personnel such as school superintendents; those teaching business administration come from the business world and may be directors of market research or comptrollers of corporations. Those teaching psychology or social work are likely to be licensed professionals who work for public or private social

agencies. Some adjuncts are also employed teaching full-time at colleges and universities in metropolitan New York. The prevailing pattern, nevertheless, is for an institution to seek a working professional to teach a course relevant to his or her professional background.

F-5. Academic Experience Off-Campus Faculty

Most adjunct faculty teaching courses related to their professional experiences do not possess academic credentials that compare favorably with those of full-time faculty teaching the same or similar courses. Full-time faculty teaching graduate students, for example, nearly always possess doctoral degrees. By comparison, at five institutions a significant number of adjunct faculty teaching graduate students off-campus do not hold terminal degrees. At only two or three centers were the part-time faculty who teach graduate students as academically qualified as the full-time faculty who teach these students. Similarly, in undergraduate programs, fewer adjunct faculty than full-time faculty hold terminal degrees. As a group the adjunct faculty members do not have good records of productive research or scholarly publications. While most adjunct faculty have taught before, some have not; others have taught only at the high school level.

In general, however, the relevance of the professional backgrounds of most adjunct faculty members compensates for any presumed or actual deficiency in academic preparation. When one considers the professional or vocational character of the programs

offered, the professional experience of the adjunct faculty appears to be an asset. In the classrooms that were visited, the teaching was adequate.

F-6. Workloads of Off-Campus Faculty

The total workload carried by a faculty member, full-time or part-time, is heavy. Nearly all have full-time jobs elsewhere -- either teaching (at the center's main campus or for another institution) or working as professionals (for business, for social agencies, as artists or designers, and so forth). At the off-campus centers, their sole responsibility appears to be to teach their classes. Few adjunct faculty members attend faculty meetings (indeed, few are invited), and few serve on committees. Adjunct faculty rarely participate in curriculum development and review. Normally they do not engage in academic advisement and counselling.

F-7. Relationships of Off-Campus Faculty With Students

Close relationships are unlikely to grow between students and faculty when neither group spends much time on campus. The informal dealings between faculty and students that traditionally have contributed a great deal to the students' intellectual and personal growth rarely occur at off-campus centers. When academic advising is done, faculty have commonly been displaced in this role by department heads or continuing education administrators. Few keep scheduled office hours, for normally extension centers do not provide faculty offices. Most say that they reach class early and stay on afterwards to give students an opportunity to talk with them. Many give students their telephone numbers at home and at work to increase their availability.

F-8. Off-Campus Faculty and the Commissioner's Regulations

Nearly all the college officials interviewed expressed satisfaction with their adjunct faculty. Their practical experiences and professional skills were cited as assets. In addition, institutions contended that each semester they could hire the most qualified person to teach each course, rather than have to limit their choice of instructors to their full-time faculties.

On the other hand, little note was made of the new breed of faculty that has evolved to teach these large numbers of adults in Westchester County -- a faculty quite different from that described in the Regulations. The "training," "earned degrees," and "scholarship" that faculty members have traditionally used to demonstrate competence, and to which the Regulations make reference, have largely been replaced by professional experience. In addition, no longer does the expectation exist that "each member of the instructional staff...be actively engaged in study of his professional interests."

The job of off-campus faculty members has changed along with the criteria that qualify them for teaching. Faculty are no longer the persons who conduct academic advising. Their traditional role in fostering the intellectual and personal growth of students, through close faculty-student relations, has also faded away.

CHAPTER III: CURRICULA

C-1. Fields of Study

The typical student is attracted to off-campus courses and programs in the belief that higher education leads to better, or at least more secure, employment. The occupational orientation of curricula reflects this belief. At both the undergraduate and gradute levels, but especially at the graduate, the programs emphasize job training and professional careers rather than traditional scholarly activities and research.

Business curricula enroll more students than any other. In Westchester County roughly 1,200 undergraduates are enrolled in business programs off-campus. Some are in associate programs, but the great majority are in baccalaureate programs. In addition, some seven hundred students are enrolled off-campus in MBA programs. Education curricula attract the next largest group of off-campus students. More than two hundred students who are already employed as teachers are enrolled in "in-service" courses in education; seven hundred students are enrolled off-campus in master's degree programs in education. Other off-campus curricula include master's degree programs in social work (more than two hundred fifty students enrolled), master's programs in health administration (more than 80 students), master's programs in computer science (over one hundred fifty students), and undergraduate and graduate programs in criminal justice (almost 175 students). In addition, some small programs in design, gerontology, human resources and manpower development, operations research and systems analysis, and engineering are offered. The few graduate programs that are being offered in liberal arts are also career

oriented: a master's degree program in psychology (with about seventy students) and some small programs in the sciences. The remaining 1500 students are in liberal arts programs, opportunity programs, or other occupational programs than those listed above, or are not matriculated for a degree.

C-2. Structure of Curriculum and Methods of Instruction

Both off-campus students and off-campus programs are popularly referred to as "non-traditional." However, it is only in the times and places at which they are offered -- nights, Saturdays, and Sundays, in a variety of settings -- that these curricula are not standard. Although students may merit the label "non-traditional" because they are older and typically hold full-time jobs, the curricula in which they are enrolled do not. The off-campus programs offer the usual lectures, class discussions, and textbook assignments. Although the programs' reputation as non-traditional might lead one to expect that they rely on teaching methods other than conventional classroom instruction, in fact they give little emphasis to independent study and virtually none to the new technologies for learning.

C-3. Availability of Courses

Because of the limited size of many of these programs, the range of courses offered is more narrow than usually encountered at the main campuses of institutions. Even the larger off-campus centers offer many fewer choices of courses than do their main campuses. A narrow range of courses at off-campus centers need not be considered a deficiency. Five institutions, for example,

direct their extension programs at non-matriculated students only, so a comprehensive, balanced curriculum is less pertinent. Four other institutions significantly limit the percentage of a degree program available at their extension sites, forcing students to come to their main campuses for significant portions of their programs. Well-developed and broad curricula are essential, however, for the six institutions that offer an entire degree program, or most of it, at extension centers. The same is true for the four institutions that operate branch campuses. In apparent recognition of the difficulty of providing a sufficient range of courses, at least four institutions offering degree programs away from the main campus limit the concentrations or specialties open to students at their off-campus sites. For example, one university offers only three concentrations in its MBA program at its branch campus compared with six concentrations at its main campus. A second university limits the areas of concentration to three compared with seven at the parent campus. A third institution which offers an off-campus degree program in business to just eighteen students polls its students to determine the electives they prefer, in recognition of its inability to provide more than two courses a term.

Students at off-campus centers do take the same "core" courses as their counterparts at main campuses, but their choices of electives are greatly restricted. Some students, complaining about this lack of choice, stated that each semester they had to choose their courses from the handful available, rather than from the wide range of courses their academic programs ideally required. Some

took courses out of sequence, without having completed prerequisites. The small number of courses available at most off-campus centers, compounded by the absence of good academic advising (see chapter IV "Students"), frequently denies the student access to a well-constructed academic curriculum.

C-4. Time-Shortened Instruction

Off-campus curricula have other weaknesses. For example, institutions do not always provide classroom instruction for the length of time required by the Commissioner's Regulations, nor do they appear to require an adequate amount of out-of-class work from students to serve as a substitute for classroom time. Section 50.1(o) of the Regulations requires fifteen "hours" (50 minutes each) of classroom instruction for each academic credit awarded (2,250 minutes for three credits) or an appropriate demonstration of equivalency. Perhaps only three institutions offering programs off-campus in Westchester meet the standard for classroom instruction. Two institutions reviewed come close to satisfying the requirement. At least eight institutions conduct off-campus classes for lengths of time that are far short of the standard. For three credits, which normally require 2,250 minutes of classroom attendance, these institutions provide as little as 1,200 minutes and at most 1,800 minutes of instruction.

The Regulation cited above does provide, as already noted, that independent study may substitute for classroom instruction to establish equivalency of student achievement. During the Westchester study, however, little evidence was found of students doing

extra independent study in compliance with this provision. A check of course requirements did not reveal that extra demands were made of students to compensate for abbreviated class time. In fact, the faculty members interviewed did not appear to realize that the classes they taught were shorter than required, and thus they were apparently unware of any obligation to require compensatory independent work from students. Regulations require that for classes of standard length two hours of outside class work be done for every hour in the classroom. More outside work is required for time-shortened classes. Students indicated they did little out-of-class work, usually less than that required for classes of standard length. Class sessions without appropriate independent study do not provide the learning experience required by Commissioner's Regulations.

C-5. The Lack of Required Features in Master's Programs

The reviewers who participated in the Westchester study invariably noted that students in master's degree programs did not have to demonstrate competence in a foreign language, pass comprehensive examinations, write a master's thesis, or fulfill residence requirements. In some respects, then, these programs are failing to meet the standards of the Regulations of the Commissioner of Education. The Regulations stipulate that "the requirements for a Master's degree shall normally include one of the following: passing a comprehensive test, writing a thesis based on independent research, or completion of an appropriate special project" (Section 52.2, e and f). The absence of such requirements may

result from the career orientation of these programs. The report called Master's Degrees, published by the State Education Department in 1972, made a similar observation about the lack of traditional requirements for master's degree programs that are occupationally oriented. That report noted that master's theses and comprehensive examinations might be inappropriate for professional master's programs and called for a review and updating of degree requirements for such curricula.

C-6. Duplication of Programs

This study found that competition among institutions has resulted in some duplication of curricula in Westchester County. This duplication is best illustrated by the number of MBA curricula. Two Westchester institutions have long offered programs leading to the MBA on their home campuses, and one of these colleges has extended its offerings to an off-campus location. Two New York City universities have recently opened branch campuses in Westchester with complete MBA programs, and a third is seeking to establish a branch campus as a site for its MBA curriculum. A Long Island institution also offers a MBA program. The enrollment in this last program is fewer than forty students.

The effect of duplication on enrollments is also seen in the case of two Westchester institutions and one New York City university that offer off-campus courses leading to a master's degree in special education. One of these programs has a total enrollment of only thirty-five students. Master's programs in reading further illustrate the effects of duplication. One institution offers its

reading program to fewer than twenty students, while a second institution offers its reading program at two off-campus sites to a total of thirty-seven students. One of two master's programs in counselling has fourteen students.

Duplication of programs also occurs in undergraduate education. Despite the offering of a concentration in psychology at nine main campuses in Westchester, one Westchester institution is offering this major at two off-campus sites. A number of undergraduate programs are being offered at students' places of employment, such as corporate headquarters or hospitals, even though in two instances the locations are but ten minutes driving time from other sites where the same programs are offered.

CHAPTER IV: STUDENTS AND STUDENT SERVICES

S-1. Profile of Off-Campus Students

Some five thousand students are enrolled in off-campus courses in Westchester County. For these students, largely adults, attending school is usually a responsibility secondary to jobs and families. Though eager to earn credentials, they insist on the convenience afforded by off-campus sites. In the intense competition for students, schools cater to the high premium placed on convenience, providing off-campus centers in numerous locations. Some institutions operate centers that are only ten or fifteen minutes apart from other centers or their main campuses.

For any number of reasons, students appeared unwilling to commute very far to school. Only a small number ever visit parent campuses. One institution reported that it could not induce students to come to its main campus (some forty minutes away by car) even for academic advising and registration once a semester.

Nearly all students interviewed said that their goals include qualifying for entry into new, more demanding jobs; improving their present job security; enhancing their chances for promotion or for higher salaries; and satisfying state or professional requirements. With these practical objectives, students enroll in programs that are vocational and professional in character--business administration, education, and technology. Few spoke of taking courses for "enrichment." About eighty-five percent

have matriculated in degree programs and definitely want credentials.

The great majority of students work full-time. Students enrolled in graduate programs are typically elementary school teachers, accountants, and middle management personnel, while undergraduates may be office workers or supermarket employees. The relatively small numbers of students who are not employed appear to fall into two categories: housewives returning to school in middle life (frequently in the hope that a college education will ease their return to the work force) and recent high school graduates who choose to go to school at an off-campus center because of its convenience. At one large center about twenty percent of the students fell into this last category.

Generally students are adults, ranging in age from their late 20's to mid-40's. The programs attract both men and women. More men than women were enrolled in business administration, for example, and many more women than men in education. Most students live in Westchester County, but a sprinkling comes from the Bronx, Putnam County, and Connecticut.

It is difficult to say how long students remain in their programs. Most off-campus centers lack data about the attrition of their students. Further, many programs have operated for too short a period of time to have generated meaningful data about student attrition. Graduate students who do complete their master's degree programs, however, appear to take about two years to do so.

S-2. Their Part-Time Status

Students, for the most part, attend part-time. Only three

institutions had significant numbers of full-time students (one with about fifty percent, another with approximately sixty percent, and a third with a hundred percent). Part-time students may take one, two, or three courses. At some schools where the term is short -- perhaps just ten weeks -- students may be taking more than half the normal course load even when they are taking only two courses.

The time students have free for study is limited by the demands of their family responsibilities and jobs. Especially burdened are students who carry more than half a full-time load. Nearly all students interviewed reported that they spend a limited amount of time on their studies outside class. (See C-4)

S-3. Student Services at Off-campus Centers

Institutions do not provide off-campus students with advising, counselling, or special activities that are equivalent to those they provide students at main campuses. Many institutions contend that they fulfill their responsibility to provide services by asking students to obtain them at their main campuses. The study has found, however, that students do not visit main campuses unless they are quite close. Student services at some main campuses, for that matter, are geared to a nine to five schedule; only a small staff works at night when adult students are most likely to come.

Any help outside class that off-campus students require from their instructors takes place on an unscheduled basis. Students must seek out their instructors before and after class. Although

many instructors cooperate by coming early to class and staying on afterwards or by giving students their home and work telephone numbers, they generally do not have offices nor are they required to be available to students. Lacking adequate advising, students report that they choose courses simply on the basis of convenience and availability, sometimes without taking necessary prerequisites.

Traditionally, colleges have accepted the responsibility of offering counselling to students whose personal problems interfere with their studies. With few exceptions, however, off-campus students in Westchester County do not have ready access to trained counselors.

Many institutions contend they do not provide personal counselling because the adults who make up their off-campus student body do not need it. Interviews with students, however, not only suggest that many do need such counselling but also reveal that certain problems are common to adult students: apprehension about returning to school after long absences, the concern of some women to handle studies and family responsibilities, and the stress of holding a full-time job, heading a family, and going to school all at the same time. Although their lives are different from those of traditional college students, the need of adult students for counselling may be just as great.

Many colleges said that students did not need vocational counselling and placement services. This contention is ironic in light of the fact that off-campus programs are nearly always

vocational in character. While some students, such as teachers and policemen, may not need extensive vocational advisement, quite a few students enroll in programs because they are dissatisfied with their current jobs. They see their off-campus studies as a route to better employment; for these students advisement is needed.

Similarly, a number of institutions contend that financial-aid counselling is unnecessary for off-campus students, saying that students frequently receive tuition reimbursement from their employers. This is true in some but not all cases. While schools are not giving financial aid from their own resources to off-campus students, the need still exists for them to review the financial-aid requirements of their students and provide counselling where necessary.

Adults who have been out of school for many years might profit considerably from library orientation and study-skills workshops that include, for example, classes on notetaking and the writing of research papers. Institutions were asked if they offered any special services to students, particularly any that might help them in their academic work. Only a very few institutions responded affirmatively.

S-4. Student Activities and Governance

Off-campus centers rarely promote student activities, such as clubs, movies, concerts, sports, or student governments. Even relatively large centers, with numerous younger students, do not provide many such activities.

Students do not participate in formal academic policy making or in academic activities that supplement their formal studies. The study found no examples of off-campus students represented on student/faculty senates or other such governing bodies; nor were students in any graduate programs found to be engaged in organized colloquia for the exchange of ideas, such as are frequently found in graduate programs on main campuses.

Because they are not organized, off-campus students have little effect upon institutional policies and practices. In some cases their only opportunity to be heard is through their evaluation of faculty.

CHAPTER V: LIBRARY AND PHYSICAL FACILITIES

L-1. Physical Resources

The great majority of off-campus classes are held in school buildings--frequently on the campus of another college, sometimes in a high school, and occasionally at a BOCES. Whether in school buildings or not, classrooms generally were comfortable, well lighted, and adequately equipped with blackboards and screens. In addition, some audio-visual equipment was usually available.

Providing off-campus centers with the special equipment and facilities for the offering of some academic programs is sometimes a problem. The difficulty of making science laboratories available to off-campus students, a problem that some centers in the State have experienced, has not been a problem in Westchester. The few science students there use the laboratories of a host institution.

L-2. Library Resources

For library support, most off-campus students are left to rely on public libraries or resources at main campuses. This study, however, did not assess the quality of public or main-campus libraries, except to consider their accessibility and general suitability for use by off-campus students.

Officials at most institutions contend that the library needs of off-campus students are satisfactorily met. They believe that their obligation to provide off-campus students with library resources is significantly lessened by the availability of public

libraries and the libraries of other colleges. Some also contend that the courses offered by their institutions do not require students to use libraries extensively, so that public libraries--or the small collections of reserve books assembled at some off-campus sites--are sufficient. One or two noted further that the availability of interlibrary loans also reduces an institution's obligation to provide students with books at the sites.

The library plays a small role in the education of off-campus students. Off-campus courses, as currently conducted, do not demand more than a minimum of library research or supplementary reading. While a great many off-campus programs offer graduate degrees, few have the attendant research requirements. This suggests that off-campus courses are less demanding.

A. Parent-Campus Libraries

Many off-campus students contend that they are too busy to travel to libraries on the main campus. Perhaps as few as five parent campuses can be described as being a convenient distance from their off-campus centers in Westchester. Thus the great majority of off-campus students in the County apparently rely on library sources other than parent-campus libraries.

B. Off-Campus Libraries

The library needs of off-campus students are also being met, at least in part, through the provision of books at the off-campus center itself or at some nearby site. Two institutions deposit reserve books on the shelves of a public library located near

the off-campus center. Seven institutions that offer degree programs, most to relatively large numbers of off-campus students, have established their own small libraries at the off-campus sites. In nearly all the latter instances the off-campus center is located on the main campus of another institution, and the books are deposited on the shelves of the host institution's library. Typically such collections are confined to books cited on reading lists for the courses. The students, especially degree students, who have to rely on such collections for all their research needs are thus denied the benefits to be gained from using rich academic library resources. Two graduate institutions and one undergraduate institution that offer degree programs off-campus have reportedly purchased no books and have provided no library services for their off-campus students. In addition, the institutions that simply offer extension courses, rather than degree programs, provide no library materials at all at their off-campus sites.

C. Cooperative Arrangements

Cooperative arrangements between institutions in Westchester are confined to the use of a host institution's library by off-campus students of another institution. Such arrangements are worthwhile only if the host library can support the programs of the other school. Inasmuch as the host institution in practice never itself offers the academic programs of an off-campus center located on its campus, the host's library resource is most likely to be unsuitable for the off-campus programs relying on it. The host library may be a good resource, however, if the two institu-

tions' programs are complementary--for example, psychology programs dovetailing with those in education or business administration or graduate and undergraduate programs in the same field.

D. Interlibrary Loans

In theory at least, interlibrary loan systems such as the Westchester Library System (commonly referred to as WLS) give an off-campus student access to every public and college library book in the County. Further, WLS's Union List of Serials provides students with the names of all periodicals, newspapers, and journals at the County's public and college libraries. Another library system, the New York Metropolitan Reference and Research Library Agency (METRO), makes many library resources of the New York metropolitan area technically available to students. Still another system, New York State Interlibrary Loan (NYSILL), makes accessible to students the library resources of the State Library in Albany as well as the resources of the nine NYSILL subject referral libraries.

Some library collections in the County, both college and public, have earned excellent reputations for quality. These libraries, of course, are available to students through WLS. They include the Manhattanville library, the largest college library in the County, and the rapidly developing SUNY College at Purchase library. Both libraries have good collections in the liberal arts. The business collections of Pace University and Iona College, and the business, science, and technology collections of the Mt. Vernon and White Plains public libraries also have good reputations.

Even though such library resources are technically available to students, this study did not conclude that interlibrary loans are helping off-campus students to obtain books and other library materials. Although little evidence exists about how much use students make of interlibrary loans, several Westchester librarians said that it is probably quite limited and students' comments are consistent with this estimate. The librarians also noted that the rate of filling requests for interlibrary loans is relatively low (one library reported that it is sixty percent) and, further, that it takes the State Library two to three weeks to deliver a book. They pointed out that students would have to know interlibrary loan systems exist before they can use them and that the systems are not publicized by the colleges. While capable of playing a limited role in meeting library needs, the available loan systems are not providing off-campus students in Westchester with the library materials they need. For the most part students do not know these systems exist.

E. Public Libraries

The public library, as already noted, is the most important library for off-campus students. However, dependence on public libraries for the support of college programs raises many problems. In the first place, some public libraries are already concerned about the demands that college students are making on their over-worked collections. Further, the quality of public libraries in the County varies widely. In northern Westchester, in particular, public libraries reportedly are small and their resources are incapable of supporting academic programs.

Public libraries were never meant to serve in lieu of academic libraries or to support extensive research. The typical public library, for example, is unlikely to have the journal resources needed for academic work.

The failure of nearly all the academic institutions to work with public libraries despite their off-campus students' reliance on them causes further problems. The study found, for example, that most institutions are not even acquainted with the contents of the public libraries in Westchester. Only three institutions were found that had officially appraised the collections of some public libraries. Institutions reviewed rarely had arrangements with public libraries for acquiring space to deposit materials or equipment and almost never granted money to public libraries to acquire materials in support of academic programs.

L-3. Library Staffing

Institutions have not assigned sufficient staff to cope with the library problems that off-campus centers create. Only three off-campus centers have any library staff. Further, it appears that librarians working at main campuses are not expected to consider off-campus library resources and services an important part of their responsibilities. At present, only two schools publish a library handbook for off-campus faculty and students. A lack of adequate staffing is in good part responsible for obvious deficiencies of off-campus library resources.

L-4. Library Orientation

Even though off-campus students, typically adults out of school for years, often need help in learning to use a library,

this study found only one institution that has provided library orientation for off-campus students. Because libraries in recent years have become more complicated and difficult to use, library orientation is needed to help all students learn how to use their full range of services. In their Statewide Plan in 1972, the Regents requested that "all institutions plan for wider opportunities for individual learning and for more effective use of new instructional technologies" Westchester libraries already have some of these technologies. No evidence exists, however, to suggest that institutions are training adult students to use these technologies or, indeed, letting them know that they exist.

L-5. Students' Attitudes and Knowledge of Libraries

A number of institutions pointed out that students at main campuses do not use libraries extensively. Some institutions suggested it would thus be pointless to provide libraries at off-campus sites. Many students commented that the collections of public libraries or the cartons of books delivered by parent campuses to the sites are sufficient. These attitudes and practices reflect far less concern for library resources at off-campus locations than at main campuses.

APPENDIX A

INSTITUTIONS INCLUDED IN THE WESTCHESTER STUDY*

Adelphi University
Canisius College
College of New Rochelle
Cornell University
Fordham University
Iona College
Long Island University, The Brooklyn Center
Manhattanville College
Mercy College
New School for Social Research
New York University
Pace University
Parsons School of Design
Polytechnic Institute of New York
SUNY College at New Paltz
SUNY College at Purchase
Teachers College, Columbia University
Westschester Community College

LOCATION OF PARENT INSTITUTIONS SPONSORING OFF-CAMPUS COURSES

(1) Westchester Institutions:

College of New Rochelle, New Rochelle
Iona College, New Rochelle
Manhattanville College, Purchase
Mercy College, Dobbs Ferry
SUNY College at Purchase
Westchester Community College, Valhalla

(2) Institutions from outside Westchester:

Adelphi University, Garden City, Long Island
Canisius College, Buffalo
Cornell University, Ithaca
Fordham University, New York City

(continued)

---

* This list includes every institution that offers off-campus courses for credit in Westchester, with the following exceptions: Empire State College and New York State Medical College.

(2) (Continued)

Long Island University, The Brooklyn Center, Brooklyn
New School for Social Research, New York City
New York University, New York City
Pace University, New York City
Parsons School of Design, New York City
Polytechnic Institute of New York, Brooklyn
SUNY College at New Paltz, New Paltz
Teachers College, Columbia University, New York City

APPENDIX B

SURVEY OF OFF-CAMPUS CENTERS AND PROGRAMS IN WESTCHESTER COUNTY - Spring or Fall 1977*

Parent Institution	Off-Campus Location	Courses or Programs	Percentage of Degree Program Available	Status of Students	Approximate Enrollment	
Adelphi University	Harlem Division, Con Rail (Brewster line)	MBA	Entire	Matric.	38	Spring
Canisius College	Eastchester	Grad. in-serv. teacher educ.		Unmatric.	22	Spring
College of New Rochelle	Yorktown Heights	M.Ed. Special Educ.	Entire program except for 3 courses	Matric.	35	Fall
Cornell Univ., Coll. of Industrial & Labor Relations	Valhalla (at Westchester CC)	Undergrad. labor relations -cert. program	Entire cert. program	Unmatric.	30	Fall
Fordham University	Tarrytown (at Marymount Col.) Branch Campus	M.Ed. Curric. or reading, administration and supervision, spec.ed.-learning disabilities, counseling, urban ed.	Entire	Matric.	380	Fall
		MBA	Entire	Matric.	373	Fall
		MSW	Entire	Matric.	174	Fall
		Master's in Pub. Adminis.	Partial	Matric.	10	Fall

*All off-campus centers listed here were designated as extension centers during the time they were surveyed, with the exception of the branch campuses of Fordham University and New York University.

APPENDIX B

Parent Institution	Off-Campus Location	Courses or Programs	Percentage of Degree Program Available	Status of Students	Approximate Enrollment	
Iona College	White Plains	MBA	Partial	Matric.	35	Spring
	New Rochelle	Undergrad. courses in l. a.		Unmatric.	16	Spring
	Buchanan	B.S.in bus. (Con.Edison)	Last 2 yrs. of baccalaureate program	Matric.	18	Spring
Long Island Univ., The Brooklyn Center	Dobbs Ferry is primary location Also at Yonkers & Yorktown Hts. (all at Mercy College)	MBA	Entire	Matric.	202	Spring
		M.A. in Psychology	Entire	Matric.	68	Spring
		M.S. in Social Sci.(criminal justice)	Entire	Matric.	75	Spring
		M.S. in Pharmacy		Matric.	13	Spring
		M.S. in community health and health admin.	Entire	Matric.	66	Spring
		M.S. in educ. reading	Entire	Matric.	37	Spring
		bilingual & urban ed.			126	
		guidance & couns.			86	
Manhattanville College	Chappaqua	Grad.in-service teacher educ.		Unmatric.	20	Spring
		undergrad.liberal arts		Unmatric.	20	Spring

Parent Institution	Off-Campus Location	Courses or Programs	Percentage of Degree Program Available	Status of Students	Approximate Enrollment
Mercy College	Large centers at Yorktown Hts. Yonkers, White Plains.	Undergrad. programs in a wide variety of fields, incl.	Entire programs at large centers	Mostly Matric	Over 2,000
	Small centers at Yonkers, Mt. Vernon & Peekskill	business psychology criminal justice			
New School for Social Research	White Plains	M.S. in human resources and manpower dev.	Partial	66% Matric.	37 Fall
		M.S. in health services admin.	Partial	50% Matric.	16
		M.S. in geron-tological serv.	Partial	75% Matric.	15
New York University	New Rochelle (at College of New Rochelle)	M.S.W.	Partial	Matric.	89 Fall
	Purchase (at Manhattanville College) Branch Campus	MBA	Entire	Matric.	45
		Master's Programs in			
		biology			17
		chemistry			13
		computer sci.			16
		Grad. educ. courses		Unmatric.	48

APPENDIX B

Parent Institution	Location	Courses or Programs	Percentage of Degree Program Available	Status of Students	Approximate Enrollment	
Pace University*	Yorktown Heights	Grad.in-ser. teacher educ.		Unmatric.	32	Fall
	Chappaqua (Readers' Digest)	B.P.S.	Partial	Matric & Unmatric.	51	Fall
	Purchase (Pepsico)	B.P.S.	Partial	Matric. & Unmatric.	15	Fall
Parsons School of Design	White Plains	Courses in illus., fashion design & textile design, graphics & advertising design, interior design	Partial	33% Matric.	75	Fall
Polytechnic	White Plains Branch	M.S. in	Entire	75% Matric.		
		civil eng.			39	
		chemistry			19	
		computer sci.			140	
		electrical engineering			38	
		mechanical engineering			2	
		metallurgy & materials science			19	
		operations research & systems analysis			40	
		Management sciences (joint degree program with Pace)			10	
SUNY College at New Paltz	Valhalla (at Westchester CC)	Grad.in-service teacher education		Unmatric.	40	Spring
SUNY College at Purchase	Mt.Vernon	Undergrad. lib.arts E.O.P. Ctr.	First 2 yrs. of bachelor's prog,	Matric.	133	Fall

*Only the extension centers of Pace University are listed here. The branch campuses of Pace University, located in White Plains, Pleasantville, and Briarcliff, are not included in this survey.

Parent Institution	Location	Courses or Programs	Percentage of Degree Program Available	Status of Students	Approximate Enrollment
Teachers College, Columbia Univ.	Dobbs Ferry (at Mercy College)	Grad. in-service		Unmatric.	23 Fall
Westchester Community College*	White Plains(ITEL) Ardsley (CIBA-GEIGY) Katonah, Mt.Vernon, Peekskill Yonkers	Undergrad.lib. arts, business human services courses	Partial	Matric. & Unmatric.	270 Spring
	Buchanan(Con.Ed.)	A.S. in business	Entire	Matric.	18

*Courses and programs are also offered in Bedford Hills at the Taconic Correctional Facility and in Valhalla at the Westchester County Penitentiary. These courses and programs are not included in this survey.

APPENDIX C

DATE OFF-CAMPUS COURSES/PROGRAMS FIRST OFFERED IN WESTCHESTER*

Adelphi University	fall 1972
Canisius College	summer 1976
College of New Rochelle	1976
Cornell University, College of Industrial & Labor Relations	spring 1976
Fordham University	fall 1976
Iona College	fall 1972
Long Island University, The Brooklyn Center	fall 1975
Manhattanville College	fall 1971
Mercy College	fall 1974
New School for Social Research	fall 1976
New York University	1949 (grad. educ.) spring 1977 (MSW) fall 1977 (branch campus)
Pace University	1973 (this date applies to extension centers, not branch campuses)
Parsons School of Design	spring 1976
Polytechnic Institute of New York	fall 1975
SUNY College at New Paltz	spring 1974
SUNY College at Purchase	spring 1969
Teachers College, Columbia University	fall 1977
Westchester Community College	spring 1974

*This list includes only those institutions that offered off-campus courses or programs in Westchester during 1977.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

FEB. 9. 1979